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discussion of the several questions in a formal way. Such an arrangement would result in the presentation of the topics in a much more adequate form and would ensure a fulness of discussion which the present practice often fails to secure.

The following are the officers for next year:

PRESIDENT—Henry White Callahan, of Kingston.

VICE PRESIDENT—John G. Allen, of Rochester.

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REGENTS' COMMITTEE—O. D. Robinson, of Albany; Rev. J. J. Mullany, of Syracuse; G. H. Ottaway, of Canastota; D. C. Farr, of Glens Falls; and C. H. Thurber, of Colgate.

COMMUNICATIONS

To the Editors of The School Review :

Your editorial strictures on the nominating committee of the Association of Colleges and Preparatory Schools call for some words of explanation; you have drawn certain inferences which are not just to any of the parties concerned. On the nominating committee, appointed by President Taylor, there were two representatives of secondary schools. They found their fellow-members, who were college professors, ready to suggest teachers of secondary schools for a number of the offices, but they preferred to leave the offices for the coming year almost exclusively in the hands of the college-men (the one office you refer to was accepted for a secondary school, so that the principle of representation might be established). Their reasons were as follows: Without any solicitation on the part of secondary schools the college association had in a spirit of the broadest liberality invited secondary schools to join its membership, to enter into its deliberations. It was a great, a decisive step for such an organization to take; at one stroke all that secondary schools could hope for had been voluntarily granted, the privilege of presenting their side of the many questions at issue. The college men had made all the advances; it seemed to the two representatives of

the schools that the college-men should have the fullest opportunity of becoming acquainted with the character of the contributions that secondary teachers could make, before the rather empty assignment of offices should be claimed for them. It was distinctly felt that the distribution of offices on a basis of perfect equality might readily be left for future years to the pre-eminent sense of fairness which has hitherto characterized the advances of the college-men; the main point was that the first joint meeting should prove the wisdom of the new policy inaugurated by the college association; your tribute to the success of this first meeting confirms the general impression that prevailed, and the question of the distribution of honors could well be left to future meetings to settle. Notwithstanding your criticism I cannot but think that the nominating committee acted wisely in its conservative advance.

Julius Sachs

To the Editors of The School Review :

It would seem there are yet colleges within whose preparatory pale such a stimulus to the English teaching is needed as Mr. Adams lately furnished by his lithographed fac-similes of boys' revelations of the way in which they had been prepared in composition for Harvard. We have reason to be concerned about a youth who is fitting for college, and who began his first year in a classical school last September, much interested in the writing of English. Up to Christmas he had been called on to write three compositions. With this number we might do wrong to find fault. But though the boy presented his exercises with perfect punctuality, and had taken infinite pains to write them well, he still waits, as the new year begins, to hear from any one of his three compositions, the first of which is some three months old.

Usually it is considered to be the pupil who has the torpid and indifferent mind, while it is the teacher who seeks to rouse ambitions and inspire motives. In the English of a classical school, however, it seems this relation may be reversed. Here is a zealous boy, with a teacher repressing his zeal. Here is a teacher of composition throwing contempt on composition writing. Perhaps this is the classical method.

One cannot help asking to what end principals and superintendents exist, if under their very eyes such enormities continue undetected. Families rehearse with due comment the story the pupils bring home. But those in authority remain unconcerned, sunk deep in routine, inaccessible to details that should convict their schools of vital unsoundness. Or is this method good enough for boys whose main business is Latin? Within the sphere of Harvard influence English is beginning to take form and substance as a serious study, demanding the same vigorous application that other studies do. English used to be in Latin schools a simulacrum, a ghost, of a study. Outside the Harvard range it seems it may remain such still.

English Teacher